DOCUMENT RESUME

ED 136 466 EC 093 186

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TITLE Summer Program for Autistic Children, Summer 1975. Evaluation Report.
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE [75]
NOTE 33p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Autism; Elementary Education; Emotionally Disturbed; *Program Descriptions; *Program Evaluation; *Summer Programs

ABSTRACT

An evaluation report is presented for a 1975 summer program for 25 6- to 12-year-old autistic children in New York City. Evaluative procedures are described, and student ratings in four skill areas (basic life skills, orientation to learning, cognitive skills, and socialization) are explained. Final results are said to indicate that all Ss demonstrated no decrease in performance in the four areas. Appended are an observation report form, the rating scale used in the evaluation, and a list of classroom activities. (CL)

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EVALUATION REPORT

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Function No. 09-66602

Summer Program for Autistic Children

Summer 1975

Prepared by
Dr. Ronald S. Ellis

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An evaluation of a New York City school district educational project funded under Title VI-B, Education of the Handicapped Act and performed for the Board of Education of the City of New York for the Summer 1975

FC093186

Dr. Anthony J. Polemeni, Director

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Chapter I: THE PROGRAM

The Summer Program for Autistic Children served 25 children, aged six to twelve, who were diagnosed as autistic by the Evaluation and Placement Units of the Offices of Special Education and reviewed by the Committee of the Handicapped. These children were considered to be too severely disturbed to be accepted in a school for emotionally disturbed children. The children who were enrolled in the program live with their families but are near institutionalization. Their verbal ability ranges from nonverbal to limited verbal responses. Some of the characteristics of these children include: language dysfunction, tantrums, aggressive behavior, self-destructive behavior, negativism, and inadequate self care skills, such as toileting, feeding, dressing, etc.

As a result of being in the program it was believed that pupils who participated would maintain their functioning in the following areas: basic life skills, orientation to learning, basic cognitive skills, socialization skills.

The program was based at two sites: Bronx State Children's Psychiatric Hospital in the Bronx and the Howard Park Unit of the Queens Developmental Center in Queens. Office, kitchen, dining facilities, two classrooms, gymnasium, pool and outdoor play area are available at each site. The program was conducted for six weeks from July 1, 1975 to August 12, 1975. The 25 children (15 were assigned to the Bronx site) were assigned to the sites on the basis of residence in order to minimize the amount of traveling to and from the site

for the child.

The academic portion of the program was divided into four major areas. These are:

1. Fine motor: eye-hand coordination skills such as cutting, writing, peg board skills, beads, sewing, clay modeling, pasting and tracing.

2. Large motor: physical activities emphasizing coordination skills, following directions, obstacle courses, balancing, and imitation.

3. Life skills: skills necessary for greater independence, such as dressing, toileting, grooming, and eating. For the higher functioning children, playing in cooperative group situations which may require taking turns is emphasized.

4. Individualized language: for the lower functioning child, this may mean such skills as attention training, motor imitation, and vocal imitation. These are prerequisites for the Division of Special Education and Pupil Personnel Services' Pre-Language Program. Higher level children may be working on pre-reading, reading and math activities.

In all areas, the curriculum is designed according to the particular needs of the child. All skills are taught through the use of Behavior Modification techniques such as positive reinforcement, shaping, prompting, chaining, time-out, and extinction procedures. The program attempts to use Behavior Modification techniques with emphasis on social responsiveness. Conditioning techniques and

intervention strategies apply to techniques of behavior modification or conditioning where there are clear rewards for behaviors taught. Activities offered by the program concentrate on four broad areas:

1. Basic Life Skills: Training in simple skills needed in daily life, such as feeding skills, dressing self, toilet training, washing self, talking, going up and down stairs, etc.

2. Orientation to Learning:

   a. Linguistic: Speech training progressing from the imitation of gestures through the imitation of sounds to the establishment of functional speech.

   b. Perceptual/Motor: Physical exercises and pencil and paper exercises aimed at developing gross motor coordination and hand-eye coordination.

3. Basic Cognitive Skills--Academic Training: Training in preschool concepts such as size, shape, sequence, location of objects (in, on, under) simple reading and arithmetic concepts for selected children.

4. Socialization Skills: Games and activities with groups of children to increase attention and interaction with other children and adults and to develop normal play.

Within the total program, Title VI funds were used specifically for six teachers with special education background, seven paraprofessionals, and one part-time school psychologist. The clinical psychologist provided consultation services to the program. He was located at the Bronx site. He had been instrumental in establishing the behavior modification techniques utilized by the staff. He developed the Rating Scale for Autistic Children used in determining the improvement in the areas referred to in the project objectives. He served as a consultant to the project and was available for two hours daily to respond to any questions and/or to provide guidance to the staff.

The teachers of the program implemented the activities described above. The paraprofessionals took on as much responsibility as their skill and experience permitted. They were, however, always under the supervision of the teacher.

Chapter II: EVALUATIVE PROCEDURES

On-site visits were made by the project evaluator and interviews were held on site with the teacher in charge, the clinical psychologist, and the paraprofessionals. In addition, conferences were held with central headquarters supervisory personnel.

To determine the effectiveness with which the evaluation objectives were attained with the total population of 25, the evaluator observed the program in operation on two separate occasions (July 23, 1975 and August 5, 1975). Observation reports are appended (see Appendix A).

The objectives of the evaluation are:

Evaluation Objective 1: To determine whether as a result of participation in the program, there is no decrease in the basic life skills.

Evaluation Objective 2: To determine whether as a result of participation in the program, there is no decrease in the area of orientation to learning.

Evaluation Objective 3: To determine whether as a result of participation in the program, there is no decrease in the area of basic cognitive skills.

Evaluation Objective 4: To determine whether as a result of participation in the program there is no decrease in the area of socialization skills.

Evaluation Objective 5: To determine the extent to which the program as actually carried out, coincided with the program as

described in the Project Proposal.

For the determination of evaluation objectives 1 through 4, the Rating Scale for Autistic Children was employed (see Appendix B). The scale measures children's level of performance in each of the areas identified by objectives 1 through 4. The children are rated on a 1 (never) to 5 (always) scale by their teachers.

Initial and final ratings on each item were obtained for each participant to ascertain whether there was any decrease in pupil functioning. The initial administration was implemented during the first week of the program and the final administration was implemented during the last week of the program. The rating scale was administered to all participants in the program.

The ratings for the four categories which matched the evaluation objectives were summed for each subject and that sum used to signify the rating for the category. The rating for the category obtained during the initial rating was compared with the rating obtained during the final administration of the scale.

The categories used for the objectives are given below:

Evaluation Objective	Rating Scale Section	Name of Rating Scale Section
1	I	Basic Life Skills
2	II	Orientation to Learning
3	VI	Cognitive Skills
4	VII	Socialization (Peer Relations)

For the determination of evaluation objective 6, the evaluator

utilized all available information including interviews with the staff and observation reports to determine the extent to which the program, as actually carried out, coincided with the program as described in the Project Proposal.

Chapter III: FINDINGS

Evaluation Objective 1

To determine whether as a result of participation in the program there is no decrease in the basic life skills.

Table 1 shows the summary of the results of the pretest and posttest ratings by the staff on the children who participated in the program. To determine the performance of the program participants on the variables mentioned in each of the evaluation objectives 1 through 4, ratings on sections I, II, VI and VII were utilized. The table shows the sum of the initial and final ratings on each section by group (i.e., Bronx and Queens) and for the entire sample.

Table 1

Sum of Program Participant Ratings on Selected Sections of the Rating Scale for Autistic Children

		Basic Life Skills Section I		Orientation to Learning Section II		Basic Cognitive Skills Section VI		Socialization (Peer Relationships) Section VII	
Group	N	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Queens	10	143	176	149	186	151	176	108	144
Bronx[a]	14	296	307	309	333	282	275	232	248
Total	24	439	483	458	519	433	451	340	392

[a]There were 15 children at the Bronx site. However, ratings for the fifteenth child were incomplete.

An examination of Table 1 and a comparison of the pretest ratings with the posttest ratings for Section I of the Rating Scale for Autistic

Children indicate that there has been no decrease in the area of basic life skills. Evaluation objective 1 can therefore be held to have been attained.

Evaluation Objective 2

To determine whether as a result of participation in the program there is no decrease in the area of orientation.

An examination of the data given under Section II of the Rating Scale for Autistic Children shown in Table 1 reveals no decrease in the performance of the program participants during the period of the program in the area of orientation to learning. Evaluation objective 2 can therefore be held to have been attained.

Evaluation Objective 3

To determine whether as a result of participation in the program, there is no decrease in the area of basic cognitive skills.

Table 1 shows no decrease in basic cognitive skills for the total group during the summer period. Furthermore, the decrease in ratings indicated for the Bronx group was tested using the Wilcoxon matched-pairs signed-ranks test. The difference was found to be non-significant (i.e., $T = 14.5$, $N = 9$). Evaluation objective 3 can therefore be held to have been attained.

Evaluation Objective 4

To determine whether as a result of participation in the program there is no decrease in the area of socialization skills.

An examination of Table 1 shows that there was no decrease in the ratings of the performance of the children on Socialization

(Peer Relationships) during the summer. Evaluation objective 4 can therefore be held to have been attained.

Evaluation Objective 5

To determine the extent to which the program as actually carried out, coincided with the program as described in the Project Proposal.

The program as implemented coincides with the program described in the proposal. The activities of the staff demonstrate active commitment to the accomplishment of program goals and objectives. There was on both occasions that the evaluator observed the program a full complement of staff engaged in individual as well as group instruction in such activities as language development, gross and fine motor development, life skills and socialization emphasis games. (See Appendix C.) On the basis of what was observed by the evaluator the program appears to be servicing the needs of the children as outlined in evaluation objectives 1 through 4. (See Appendix A.)

The facilities used in the project were adequate. Children had ample space and both staff and children had adequate materials and equipment with which to work.

Aside from the recommendation to recycle the program for the Summer 1975, the previous evaluation made the following recommendations:

> Because of severe speech and language dysfunctions of the target population, there is a pressing need for a full-time speech therapist in the program.
>
> It is not possible to carry out a successful behavior modification program without detailed planning and analysis

of pupil behavior, intervention strategies, and of the effects of treatment on pupil behavior. Therefore, the daily program should be increased by an additional hour to allow for staff planning.

Future evaluation should focus on whether the target population is able to maintain entry-level skills as a result of participating in the summer program.

It appears that as far as is possible, the planners and implementers of the current program (i.e., Summer Program for Autistic Children--1975) sought to comply with the above recommendations.

Activities offered by the program concentrate on speech training in attempting to meet the program objective of orientation to learning (see Chapter I, page 3).

There is evidence that detailed planning occurred throughout the program's period of implementation. The staff met every Friday from 1:00 P.M. until 2:00 P.M. Moreover children were rated at least twice per week on days that were on the site. They were rated on success in toileting.

The evaluation objectives for Summer 1975 focused upon the ability of the target population to maintain the level of functioning with which they began the program.

Chapter IV: SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The Summer Program for Autistic Children has met all of its objectives. All program participants tested demonstrated no decrease in their levels of performance in the areas of Basic Life Skills, Orientation to Learning, Cognitive Skills and Socialization. In addition the findings also indicate that the program as implemented coincides with the program as described in the Project Proposal.

The evaluator recommends that the program be continued and that staff be increased to better enable the program to provide more individualized instruction for the children.

Appendix A: OBSERVATION REPORT FORM

Consultant's Name: Dr. Ronald S. Ellis

Date: July 23, 1975 Location: Bronx State Hospital

Project Title: Summer Program for Autistic Children

Time: From 10 A.M. to 2 P.M.

Name of Teacher in Charge: Mr. Martin Cherry

Please make a detailed report for each category indicated. Use additional paper on the reverse side to insure complete reporting.

Theme of lesson or activity observed:

A number of activities were observed: language lessons, socialization, perceptual-motor skills, gross motor development, life skills.

Cognitive response of pupils to lesson:

In view of the severity of the disturbance possessed by the children their cognitive response was good.

Affective response of pupils to lesson:

Techniques used by staff were successful in getting some children to focus their attention upon the tasks they were required to complete.

Method of instruction used:

Individualized instruction was utilized. Paraprofessionals maintained the group while individuals were selected for intensive work. One teacher was observed assisting a more advanced child to count money.

Description of materials used by staff:

Games, books, combs, wash cloths, eating utensils, toys were all in use at one time or another during the day, depending upon the activity.

Description of materials used by pupils.

Pupils and teachers used the materials together.

Number and description of staff at site:

Three teachers and three paraprofessionals were observed.

Describe activity of staff observed as indicated above:

All staff was actively engaged in carrying out the duties prescribed by the activities in which they were engaged. For example, a paraprofessional was observed providing a child with training in washing the face, brushing the teeth, and combing the hair.

Number of children in attendance: 15

Is the program operational: Yes.

To what extent has the program been implemented according to design?

All staff seemed to work actively toward carrying out program objectives.

Identify strengths:

Morale is high; staff were observed to be deeply involved in their work.

Identify weaknesses:

Difficulty of working with children with severe disturbances is compounded in group instruction. Cognitive response is better in individual relationship.

Recommendations:

More staff, perhaps at the paraprofessional level, might be used to provide more individualization of instruction.

Consultant's name: Dr. Ronald S. Ellis

Date: August 5, 1975 Location: Howard Park, Queens

Project Title: Summer Program for Autistic Children

Time: From 10 A.M. to 2 P.M.

Name of Teacher in Charge: Mrs. Judith Marchese

Please make a detailed report for each category indicated. Use additional paper on the reverse side to insure complete reporting.

Theme of lesson or activity observed:

Activities observed were the development of verbal responses, life skills, large motor activity, fine motor activity, toileting and eating.

Cognitive response of pupils to lesson:

Children responded well. Many were successful in the fine motor activity and the individual speech (communication) activity. Children who were removed for language evaluation worked diligently with the teacher.

Affective response of pupils to lesson:

Children enjoyed their work and, except for one child, displayed no aggression.

Method of instruction used:

For fine motor activity, groups of three to five children cut figures with the scissors and/or used peg boards. During individual language evaluation one to one situation existed. Children were supervised individually on toileting before and after meals while others waited.

Description of materials used by staff:

A variety of materials were used: toys, games, reading flash cards, cooking and eating utensils, dolls, mirrors, combs, tooth brushes, etc.

Description of materials used by pupils:

Pupils used materials as directed by staff or together with staff.

Number and description of staff at site:

Three paraprofessionals, two teachers.

Describe activity of staff observed as indicated above:

Staff were actively engaged in carrying out the objectives of the program. A teacher was observed working with a group on setting the table. A teacher was observed evaluating a child's language.

Number of children in attendance: 8

Is the program operational: Yes

To what extent has the program been implemented according to design?

Throughout the data activities were observed which fit the description provided in the project proposal. For example, children were observed in retrieving and returning the ball, cutting shapes with scissors, discriminating colors and shapes, toileting, self feeding, etc.

Identify strengths:

Staff demonstrates high level of sophistication in the use of behavior modification techniques.

Identify weaknesses:

There appeared not to be sufficient staff to maintain the level of intensity in individualized instruction that children demanded.

Recommendations:

More staff should be utilized to lower the pupil-teacher ratio to 2:1.

Appendix B: THE RATING SCALE FOR AUTISTIC CHILDREN

The rating scale used in the program to determine whether the participants' level of functioning changed during the duration of the summer program is presented below following this text. This scale was developed primarily by the school psychologist currently serving as a consultant to the project. The scale was developed as an alternative to the Vineland Social Maturity Scale which was found to be inappropriate for a program of the duration of the Summer 1975 program (see Report on Project 09-56602--Summer Program for Autistic Children, Summer 1974, by Paul Heintz).

Teachers rate the program participants using the ratings below:

Rating	Meaning of Rating
1	Never
2	Hardly
3	Sometimes
4	Generally
5	Always

The ratings are placed on an answer sheet that is divided into sections and subsections. Each category within a section that appears in the rating scale appears as a blank space on the answer sheet. The rater places a number from 1 to 5 in each category of every section for each child that he/she rates. The sections and subsections (i.e., categories within sections) of the Rating Scale for Autistic Children are presented below.

Rating Scale for Autistic Children

I. Basic Life Skills

A. Toilets self without accidents

B. Uses toilet facilities by self (fastens clothing, washes hands, throws away paper towels, etc.)

C. Undresses self--removes shoes, socks, shirt, etc.

D. Dresses self--manages own clothing (puts on sweater, hangs garments up, etc.)

E. Handles food, liquids, and utensils properly

II. Orientation to Learning

A. Establishes learning posture, i.e., sits quietly without exhibiting interfering behaviors

B. Establishes eye contact with teacher

C. Attends to a given academic or play task

D. Maintains attention through completion of a given task

E. Follows teacher's directions

F. Responds for a social reinforcer

III. Language Skills

A. Imitates simple motor activities

B. Imitates complex motor activities

C. Imitates sounds

D. Repeats words

E. Speaks responsively (phrases as sentences)

F. Identifies simple pictures or objects

G. Reads

IV. Motor Skills (Gross Coordination)

A. Walks a straight line when directed

B. Runs in a coordinated way when directed

C. Hops in a coordinated way when directed

D. Skips in a coordinated way when directed

E. Catches and throws ball

V. Motor Skills (Fine Coordination)

A. Uses pencil or crayon (draws line, etc., as directed)

B. Does tracings

C. Colors smoothly within boundaries

D. Copies (drawings, numbers, letters)

E. Cuts with scissors as directed

F. Does puzzles

G. Writes

VI. Cognitive Skills

A. Selects objects as specified

B. Sorts forms

C. Identifies colors

D. Knows numbers

E. Knows letters of alphabet

F. Sees relationships between objects

G. Follows sequence of events

VII. Socialization (Peer Relations)

A. Recognizes other children

B. Approaches and interacts with others positively

C. Plays

D. Engages in parallel play

E. Engages in joint play

VIII. Socialization (Pro-social Behavior)

A. Exhibits tantrumous behavior

B. Self-stimulates

C. Engages in self destructive behavior

D. Is aggressive

E. Displays bizarre behavior

Additional Comments:

Appendix C: SUMMER PROGRAM FOR AUTISTIC CHILDREN: CLASSROOM EXPERIENCES

I. Life Skills

A. Care of self
   1. Bathroom and grooming
      a. Using toilet
      b. Washing hands
      c. Washing face
      d. Grooming hair
      e. Straightening clothing
   2. Dressing
      a. Drying self after beach or sprinkler
      b. Undressing for beach, etc.
      c. Dressing after beach, etc.

B. Care of environment
   1. Preparing simple breakfast foods
      a. Frozen foods in toaster
      b. Pouring juice
      c. Using utensils
   2. Wiping table
   3. Putting toys and materials away in proper place

II. Gross Motor Development

A. Locomotion
   1. Crawling
   2. Walking frontwards, sideways, backwards
   3. Jumping

B. Use of equipment
   1. Balance beam
   2. Strips of carpet
   3. Barrel
   4. Balls

C. Body awareness
   1. Locating and labeling body parts
      a. Self
      b. Other person
      c. Picture
   2. Differentiating movement of body parts

III. Perceptual-Motor Skills

A. Visual coordination
B. Visual discrimination
   1. Perception of size
   2. Perception of color
   3. Perception of form

C. Fine motor
   1. Contact with an object (reach, release)
   2. Coloring
   3. Painting
      a. Q-tips
      b. Sponges
      c. Brushes
   4. Stringing beads
   5. Placing pegs

IV. Socialization

A. Neighborhood trips
   1. Coffee shop
   2. Bakery
   3. Carvel
   4. Fruit store
B. Morning meeting--interpeer relationships
   1. Naming self
   2. Naming other children
   3. Labeling day of the week, weather
C. Play
   1. Group experiences with toys
   2. Circle games
D. Communication
   1. Expressing needs

V. Language

A. Receptive
   1. Responding to verbal directions
   2. Responding to questions
B. Expressive
   1. Speech sound development
   2. Developing syntax

Evaluation Report Function No. 09-66602

Summer Program for Autistic Children

Summer 1975

Prepared by Dr. Ronald S. Ellis

Program Abstract

The Summer Program for Autistic Children served 25 children between the ages of six and 12 who were diagnosed as autistic by the Evaluation and Placement Units of the Offices of Special Education and reviewed by the Committee of the Handicapped.

The program was conducted at the Bronx State Children's Psychiatric Hospital in the Bronx and the Howard Park Unit of the Queens Developmental Center in Queens for six weeks from July 1, 1975 to August 12, 1975.

The purpose of the program was to enable participants to maintain their functioning in the following areas: basic life skills, orientation to learning, basic cognitive skills, and socialization skills.

To accomplish these results, pupils were assigned to one of the sites on the basis of residence criteria and a variety of activities were scheduled. The curriculum was designed according to participant needs and all skills were taught through the use of Behavior Modification techniques such as positive reinforcement, shaping, prompting chaining, time-out, and extinction procedures. The emphasis in the use of the techniques was always on social responsiveness.

To determine whether the objectives were met on-site visits were made by the project evaluator. In addition participant scores attained from a pre-post administration of the locally developed Rating Scale for Autistic Children were examined and found to indicate overall increases for the four categories measured by the instrument. The program met its objectives of enabling participants to maintain their functioning in the areas of: basic life skills, orientation to learning, basic cognitive skills, and socialization skills. In addition no discrepancy was found to exist between the project as proposed and the project as implemented.

The evaluator recommends that the program be continued.

Measures of growth other than Standardized Tests

31. This question is designed to describe the attainment of approved objectives not normally associated with measurement by norm referenced standardized achievement tests. Such objectives usually deal with behavior that is indirectly observed, especially in the affective domain. For example, a reduction in truancy, a positive change in attitude toward learning, a reduction in disruptive behavior, an improved attitude toward self (as indicated by repeated interviews), etc., are frequently held to be prerequisite to the shift toward increased academic achievement by disadvantaged learners. Where your approved measurement devices do not lend themselves to reporting on tables 26, 27, 28, or 29, use any combination of items and report on separate pages. Attach additional pages if necessary.

Component Code*	Activity Code	Objective Code**	
6 9 9 6 1	7 2 4		30

Brief Description *Summer Program for Autistic Title VI-B children ages 6 through 12. **No objective code is applicable for Title VI-B projects. The Rating Scale for Autistic Children was developed as an alternative to the Vineland Social Maturity Scale by the project psychologist and staff.

Number of cases observed: 0 0 2 4 **Number of cases in treatment:** 0 0 2 4

Pretreatment index of behavior (Specify scale used): Children's behaviors in Basic Cognitive Skills as measured by their score on the Basic Cognitive Skills Section VI of the Rating Scale for Autistic Children was expected not to decrease. The instrument rated subjects based upon the following rating criteria: 1 = never, 2 = hardly, 3 = sometimes, 4 = generally, 5 = always.

Criterion of success: No decrease in sum of all ratings upon all subjects in Section VI of the Rating Scale for Autistic Children.

Was objective fully met? Yes [x] No [ ] **If yes, by what criteria do you know?** Pretest administration of the Rating Scale for Autistic Children yielded a sum of 433 while posttest administration of the scale yielded a sum of 451. There was no decrease in Basic Cognitive Skills.

Comments:

Measures of growth other than Standardized Tests

31. This question is designed to describe the attainment of approved objectives not normally associated with measurement by norm referenced standardized achievement tests. Such objectives usually deal with behavior that is indirectly observed, especially in the affective domain. For example, a reduction in truancy, a positive change in attitude toward learning, a reduction in disruptive behavior, an improved attitude toward self (as indicated by repeated interviews), etc., are frequently held to be prerequisite to the shift toward increased academic achievement by disadvantaged learners. Where your approved measurement devices do not lend themselves to reporting on tables 26, 27, 28, or 29, use any combination of items and report on separate pages. Attach additional pages if necessary.

Component Code *	Activity Code	Objective Code **	
6 9 9 6 1	7 2 4		30

Brief Description *Summer Program for Autistic Title VI-B children ages 6 through 12. **No objective code is applicable for Title VI-B projects. The Rating Scale for Autistic Children was developed as an alternative to the Vineland Social Maturity Scale by the project psychologist and staff.

Number of cases observed: 0024 **Number of cases in treatment:** 0024

Pretreatment index of behavior (Specify scale used): Children's behaviors in Socialization (Peer Relationships) as measured by their score on the Socialization (Peer Relationships) Section VII of the Rating Scale for Autistic Children was expected not to decrease. The instrument rated subjects based upon the following rating criteria: 1 = never, 2 = hardly, 3 = sometimes, 4 = generally, 5 = always.

Criterion of success: No decrease in sum of all ratings upon all subjects in Section VII of the Rating Scale for Autistic Children.

Was objective fully met? Yes [x] No [ ] If yes, by what criteria do you know? Pretest administration of the Rating Scale for Autistic Children yielded a sum of 340 while posttest administration of the scale yielded a sum of 392. There was no decrease in Socialization (Peer Relationships).

Comments:

Measures of growth other than Standardized Tests

31. This question is designed to describe the attainment of approved objectives not normally associated with measurement by norm referenced standardized achievement tests. Such objectives usually deal with behavior that is indirectly observed, especially in the affective domain. For example, a reduction in truancy, a positive change in attitude toward learning, a reduction in disruptive behavior, an improved attitude toward self (as indicated by repeated interviews), etc., are frequently held to be prerequisite to the shift toward increased academic achievement by disadvantaged learners. Where your approved measurement devices do not lend themselves to reporting on tables 26, 27, 28, or 29, use any combination of items and report on separate pages. Attach additional pages if necessary.

Component Code *	Activity Code	Objective Code**	
6 9 9 6 1	7 2 4		30

Brief Description *Summer Program for Autistic Title VI-B children ages 6 through 12. **No objective code is applicable for Title VI-B projects. The Rating Scale for Autistic Children was developed as an alternative to the Vineland Social Maturity Scale by the project psychologist and staff.

Number of cases observed: 0 0 2 4 Number of cases in treatment: 0 0 2 4

Pretreatment index of behavior (Specify scale used): Children's behaviors in Orientation to Learning as measured by their score on the Orientation to Learning Section II of the Rating Scale for Autistic Children was expected not to decrease. The instrument rated subjects based upon the following rating criteria: 1 = never, 2 = hardly, 3 = sometimes, 4 = generally, 5 = always.

Criterion of success: No decrease in sum of all ratings upon all subjects in Section II of the Rating Scale for Autistic Children.

Was objective fully met? Yes [x] No [ ] If yes, by what criteria do you know? Pretest administration of the Rating Scale for Autistic Children yielded a sum of 458 while posttest administration of the scale yielded a sum of 519. There was no decrease in Orientation to Learning.

Comments:

Measures of growth other than Standardized Tests

31. This question is designed to describe the attainment of approved objectives not normally associated with measurement by norm referenced standardized achievement tests. Such objectives usually deal with behavior that is indirectly observed, especially in the affective domain. For example, a reduction in truancy, a positive change in attitude toward learning, a reduction in disruptive behavior, an improved attitude toward self (as indicated by repeated interviews), etc., are frequently held to be prerequisite to the shift toward increased academic achievement by disadvantaged learners. Where your approved measurement devices do not lend themselves to reporting on tables 26, 27, 28, or 29, use any combination of items and report on separate pages. Attach additional pages if necessary.

Component Code*	Activity Code	Objective Code**	
6 9 9 6 1	7 2 4		30

Brief Description *Summer Program for Autistic Title VI-B children ages 6 through 12. **No objective code is applicable for Title VI-B projects. The Rating Scale for Autistic Children was developed as an alternative to the Vineland Social Maturity Scale by the project psychologist and staff.

Number of cases observed: 0024 **Number of cases in treatment:** 0024

Pretreatment index of behavior (Specify scale used): Children's behaviors in Basic Life Skills as measured by their score on the Basic Life Skills Section I of the Rating Scale for Autistic Children was expected not to decrease. The instrument rated subjects based upon the following rating criteria: 1 = never, 2 = hardly, 3 = sometimes, 4 = generally, 5 = always.

Criterion of success: No decrease in sum of all ratings upon all subjects in Section I of the Rating Scale for Autistic Children

Was objective fully met? Yes [x] No [ ] **If yes, by what criteria do you know?** Pretest administration of the Rating Scale for Autistic Children yielded a sum of 439 while posttest administration of the scale yielded a sum of 483. There was no decrease in Basic Life Skills.

Comments: